

Unit Test Assignment Sheet & Evaluation Checklist

Purposes:

- Contextualize language learning experiences in cultural products, practices, and perspectives using various techniques for teaching and assessing culture learning (INTASC Standards 1 & 4)
- Develop and adapt traditional and alternative assessments (including performance-based assessments, portfolios, projects, and self-assessments) to evaluate students' proficiency across all three modes of communication and to provide them with feedback that will improve their performance (INTASC Standard 8)
- Utilize a variety of emerging [technologies](#) to enhance instruction, develop language proficiency and cultural competence, and improve your professional productivity (INTASC Standard 4 – Instructional Strategies, INTASC Standard 5 – Learning Environment, INTASC Standard 6 – Communication)
- Adapt learning experiences appropriately to better meet the needs of culturally diverse learners, including students with a variety of learning styles and [special needs](#) (INTASC Standard 3 – Diversity of Learners)

Instructions:

Create a unit test that would assess what students know and are able to do after one month of class. Write the test for students in a 50-minute, Spanish 1 class whose first language is English. Your test should assess the development of students' skills in:

- Acquisition of targeted vocabulary words and phrases
- Listening comprehension skills
- Oral proficiency
- Pronunciation
- Reading comprehension skills
- Understanding of cultural products, practices, and perspectives
- Use of targeted grammatical structures
- Writing proficiency

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Your test will be evaluated using the following criteria:	Y	N	Comments
Is the test appropriate for students in a Spanish 1 class whose first language is English?			
Is the content of the test well-aligned with the approaches and materials used to teach the content ?			
Is the length of the unit test appropriate given its purpose(s), the time available, and the content of the test?			
Is the test's level of difficulty appropriate, with adequate adaptations or scaffolding provided when necessary in order to assist students (including those with special needs) in doing their best?			
Does the organization of the test facilitate its administration and psychologically position students to experience success with it?			
Are the instructions for each section clear?			
Does the formatting of the test improve students' ability to successfully show what they know?			
Are a variety of question types used to obtain a clear portrait of students' understanding and progress?			
Are the test items well-balanced ? Is a sufficient number of items devoted to assessing each skill? Is the selection of items representative of normal "distributions" in the language?			
Do test items decrease students' anxiety when possible and foster students' creativity and critical thinking skills ?			
Is the test grounded in culturally authentic materials and situations ?			
Do test items evaluate students' progress toward ALL of the National Standards for Foreign Language Learning assessed (as opposed to solely Communication and/or Culture)?			
Does the test evaluate students' progress in acquiring targeted vocabulary words and phrases in Spanish?			
Does the test evaluate students' listening comprehension skills in Spanish?			
Does the test evaluate students' oral proficiency in Spanish?			
Does the test evaluate students' pronunciation in Spanish?			
Does the test evaluate students' reading comprehension skills in Spanish?			
Does the test evaluate students' understanding of cultural products, practices, and perspectives ?			
Does the test evaluate students' accurate and appropriate use of targeted grammatical structures in Spanish?			
Does the test evaluate students' writing proficiency in Spanish?			
Is the test free from errors in grammar, spelling, punctuation, etc.) in both English and Spanish?			